

## L E Gable Middle

198 Otts Shoals Road  
Roebuck, South Carolina 29376

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	742 Students	
<b>Principal</b>	Karen N. Bush	864-576-3500
<b>Superintendent</b>	Dr. Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Lynn Harris	864-576-4212

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	19	0	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	No
<b>2005</b>	Average	Unsatisfactory	No

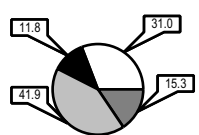
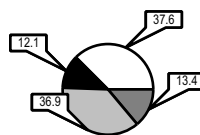
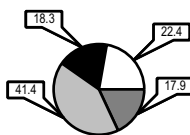
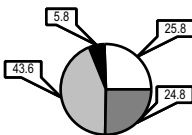
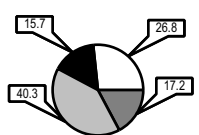
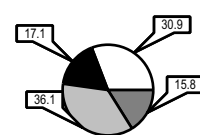
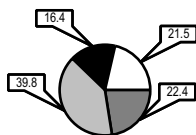
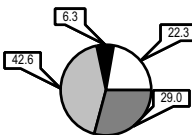
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	734	99.7	25.7	43.7	24.8	5.8	40.1	Yes	Yes
<b>Gender</b>									
Male	363	99.7	31.5	43.1	21.6	3.8	33.8		
Female	371	99.7	20.0	44.3	28.0	7.7	46.3		
<b>Racial/Ethnic Group</b>									
White	521	99.6	19.2	44.6	28.6	7.6	47.0	Yes	Yes
African American	171	100.0	44.7	40.1	14.5	0.7	21.7	No	Yes
Asian/Pacific Islander	17	100.0	23.5	47.1	23.5	5.9	41.2	I/S	I/S
Hispanic	24	100.0	39.1	47.8	13.0	0.0	13.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	644	99.7	19.7	45.9	27.9	6.6	45.1		
Disabled	90	100.0	69.9	27.7	2.4	0.0	3.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	734	99.7	25.7	43.7	24.8	5.8	40.1		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	730	99.7	25.4	43.9	24.9	5.8	40.3		
<b>Socio-Economic Status</b>									
Subsidized meals	293	99.7	44.7	43.5	11.1	0.8	17.2	No	Yes
Full-pay meals	441	99.8	14.2	43.9	33.2	8.8	54.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	734	99.6	22.1	41.6	17.9	18.4	48.6	Yes	Yes
<b>Gender</b>									
Male	363	99.5	24.9	40.6	19.0	15.5	45.9		
Female	371	99.7	19.4	42.6	16.9	21.1	51.1		
<b>Racial/Ethnic Group</b>									
White	521	99.4	17.8	39.7	20.6	21.8	54.3	Yes	Yes
African American	171	100.0	37.5	46.7	9.9	5.9	30.3	Yes	Yes
Asian/Pacific Islander	17	100.0	5.9	41.2	11.8	41.2	64.7	I/S	I/S
Hispanic	24	100.0	26.1	47.8	17.4	8.7	34.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	644	99.5	16.4	42.7	20.0	20.9	53.9		
Disabled	90	100.0	63.9	33.7	2.4	0.0	9.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	734	99.6	22.1	41.6	17.9	18.4	48.6		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	730	99.6	21.8	41.8	18.0	18.4	48.8		
<b>Socio-Economic Status</b>									
Subsidized meals	293	99.7	36.6	45.8	11.8	5.7	31.7	Yes	Yes
Full-pay meals	441	99.6	13.3	39.1	21.6	26.0	58.8		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	733	99.7	37.5	36.9	13.4	12.1	25.5
<b>Gender</b>							
Male	363	99.7	38.2	36.7	12.5	12.5	25.1
Female	370	99.7	36.9	37.1	14.3	11.7	26.0
<b>Racial/Ethnic Group</b>							
White	520	99.4	30.2	37.8	16.6	15.4	32.0
African American	171	100.0	60.5	32.9	2.6	3.9	6.6
Asian/Pacific Islander	17	100.0	29.4	47.1	23.5	0.0	23.5
Hispanic	24	100.0	47.8	39.1	8.7	4.3	13.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	643	99.7	32.8	38.7	14.8	13.8	28.5
Disabled	90	100.0	72.3	24.1	3.6	0.0	3.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	733	99.7	37.5	36.9	13.4	12.1	25.5
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	729	99.7	37.2	37.1	13.5	12.2	25.7
<b>Socio-Economic Status</b>							
Subsidized meals	293	99.7	58.0	31.3	7.3	3.4	10.7
Full-pay meals	440	99.8	25.1	40.4	17.2	17.4	34.6

<b>Social Studies</b>							
All Students	733	99.7	30.9	42.0	15.3	11.8	27.1
<b>Gender</b>							
Male	363	99.7	32.1	40.5	15.2	12.2	27.4
Female	370	99.7	29.7	43.4	15.4	11.4	26.9
<b>Racial/Ethnic Group</b>							
White	520	99.6	24.6	42.6	18.4	14.4	32.8
African American	171	100.0	50.7	40.1	6.6	2.6	9.2
Asian/Pacific Islander	17	100.0	23.5	41.2	11.8	23.5	35.3
Hispanic	24	100.0	39.1	43.5	8.7	8.7	17.4
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	643	99.7	25.7	44.6	16.7	13.0	29.7
Disabled	90	100.0	68.7	22.9	4.8	3.6	8.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	733	99.7	30.9	42.0	15.3	11.8	27.1
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	729	99.7	30.6	42.2	15.4	11.9	27.2
<b>Socio-Economic Status</b>							
Subsidized meals	293	99.7	51.1	35.9	9.2	3.8	13.0
Full-pay meals	440	99.8	18.6	45.7	19.0	16.7	35.7

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	248	100.0	32.2	34.3	28.6	4.9	33.5
	7	246	100.0	25.0	50.0	21.7	3.3	25.0
	8	253	99.6	24.8	45.2	25.6	4.4	30.0
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	236	100.0	28.6	38.7	24.0	8.8	32.7
	7	255	99.2	23.5	47.0	27.2	2.3	29.5
	8	243	100.0	23.1	44.9	25.2	6.8	32.1
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	248	100.0	21.2	31.8	24.9	22.0	46.9
	7	246	100.0	25.0	38.9	16.4	19.7	36.1
	8	253	100.0	28.7	49.4	12.0	10.0	21.9
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	236	99.6	16.2	38.9	24.1	20.8	44.9
	7	255	99.2	21.2	35.0	17.5	26.3	43.8
	8	243	100.0	27.8	47.9	14.1	10.3	24.4
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	38.7	29.0	16.1	16.1	32.3
	7	255	99.2	32.7	39.2	14.3	13.8	28.1
	8	243	100.0	40.6	41.0	10.3	8.1	18.4
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	26.7	38.7	12.9	21.7	34.6
	7	255	99.2	36.9	38.2	17.5	7.4	24.9
	8	243	100.0	29.5	46.2	16.7	7.7	24.4

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 742)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	20.2%	Down from 26.1%	28.5%	15.5%
Retention rate	0.4%	No change	2.6%	3.0%
Attendance rate	96.8%	Up from 96.7%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.9%	Down from 3.6%	3.1%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%	Down from 2.5%	3.2%	4.6%
Eligible for gifted and talented	27.9%	Up from 19.6%	24.3%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.1%	Up from 10.3%	11.0%	13.6%
Older than usual for grade	0.7%	Down from 1.1%	2.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.8%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 49)</b>				
Teachers with advanced degrees	67.3%	Up from 62.0%	56.0%	51.8%
Continuing contract teachers	85.7%	Up from 78.0%	80.2%	78.1%
Highly qualified teachers	90.5%	Down from 96.6%	90.0%	89.6%
Teachers with emergency or provisional certificates	4.7%	Down from 7.1%	3.9%	6.0%
Teachers returning from previous year	89.9%	Down from 90.4%	86.9%	85.4%
Teacher attendance rate	95.7%	Down from 97.8%	95.2%	94.9%
Average teacher salary	\$44,030	Up 2.9%	\$42,456	\$41,328
Prof. development days/teacher	15.6 days	Down from 15.8 days	12.0 days	11.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 20.6 to 1	22.2 to 1	21.3 to 1
Prime instructional time	91.7%	Down from 93.6%	89.7%	89.3%
Dollars spent per pupil*	\$5,543	Down 22.4%	\$5,543	\$6,022
Percent of expenditures for teacher salaries*	65.2%	Up from 50.2%	62.4%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	96.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.8%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The students, faculty, and staff of L.E. Gable Middle School experienced another outstanding year. Excitement, enthusiasm, and determination were evident each day as our school continued to strive for excellence.

During the 2004-2005 school year, the faculty and administration of L.E. Gable Middle School continued to implement five literacy goals for our students. The five literacy goals included reading twenty-five books, writing a research paper, learning reading and writing strategies, participating in enriched language arts classes, and writing frequently across the curriculum. As a part of the promotion of literacy, each academic and related arts teacher was responsible for teaching reading through the use of five strategies. These strategies provided our students with skills in the areas of comprehension, listening, summarization, organization, and note-taking. L.E. Gable Middle School also continued a school-wide sustained reading program in which students read each day for fifteen minutes in a specified class. Students continued to use "Thinking Maps" to organize their thoughts and improve their writing. Teachers and administrators at GMS also began to focus on data analysis to improve instruction. Through the use of TestView, teachers and administrators were able to analyze MAP scores and PACT data. This data analysis allowed teachers and administrators to make data driven decisions concerning curriculum and instruction. Gable Middle School also implemented a Compass Odyssey computer lab. The Compass Odyssey Program is an enrichment program that correlates with the South Carolina Curriculum Standards. Students came to the computer lab in all subject areas for computer based learning that coincided with classroom instruction.

Many accomplishments were celebrated at GMS during the 2004-2005 school year. Thirty-nine eighth grade students were selected as SC Junior Scholars for excellent performance on the PSAT. This was the largest group of Junior Scholars in Gable Middle School's history. GMS competed in the Continental Math League for the seventh year in a row. Our sixth and eighth grades placed second in the state while our seventh grade placed first. The GMS seventh grade orchestra and the GMS eighth grade orchestra received superior ratings at the South Carolina Orchestra Concert Festival. Twenty-three choral students were named to the ACDA Junior High Honor Choir. Two of our seventh grade teachers received a \$20,000 grant for "SOAR: Raising Achievement Across the Disciplines." This initiative focused on "Understanding By Design" with a focus on minority and economically disadvantaged students. Implementation of the program included professional development and the creation of classroom libraries for all content area teachers. The faculty, staff, administration, and students participated in several community service projects. The eighth grade raised \$2,000 for the American Red Cross. Beta Club raised \$2,000 for MS research, and our school-wide Relay for Life campaign raised \$7,727.

L.E. Gable Middle School continues to be a tremendous source of pride in our area. Parental support and community involvement are at unprecedented levels and ensure that our school will continue to excel to extraordinary heights of student achievement.

Karen N. Bush, Principal

Seth Buckley, School Improvement Council Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	53	214	155
Percent satisfied with learning environment	98.0%	78.5%	84.9%
Percent satisfied with social and physical environment	98.1%	82.2%	84.8%
Percent satisfied with school-home relations	100.0%	87.3%	73.0%

\*Only students at the highest middle school grade level at this school and their parents were included.